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BILINGUALISM--FROM THE VIEWPOINT OF RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS.

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THE TEACHERS OF BILINGUAL STUDENTS IN NEW MEXICO NEED ADDITIONAL TRAINING TO WORK WITH THOSE STUDENTS FROM THE LINGUISTICALLY AND CULTURALLY IMPOVERISHED AREAS OF THE STATE. THOSE TEACHERS OF ENGLISH AS A SECOND LANGUAGE MUST BE PREPARED TO COMMUNICATE INTERCULTURALLY AS WELL AS LINGUISTICALLY IF THEY ARE TO PENETRATE THE REAL WORLD OF THE MEXICAN AMERICAN. FOR THE TEACHERS TO ACQUIRE ADEQUATE SKILLS OF UNDERSTANDING, READING, WRITING, AND SPEAKING, IT WILL BE NECESSARY FOR THEM TO UNDERSTAND--(1) THE NATURE OF LANGUAGE, (2) THE NATURE AND KINDS OF INTERFERENCE FROM ONE LANGUAGE TO ANOTHER, (3) THOUGHT PROCESSES AND LANGUAGE ACQUISITION, (4) LANGUAGE AND ITS RELATION TO CONCEPT DEVELOPMENT, (5) PHONOLOGY, MORPHOLOGY, AND SYNTAX, (6) METHODS AND TECHNIQUES OF LANGUAGE INSTRUCTION, AND (7) MATERIALS FOR LANGUAGE INSTRUCTION. TEACHERS WHO ARE ALREADY EFFECTIVE DO ADAPT AND BECOME COMPETENT SECOND LANGUAGE TEACHERS. IT IS FELT, HOWEVER, THAT THE UNIVERSITIES COULD BE OF GREATER SERVICE TO THE BILINGUAL COMMUNITIES BY AFFORDING STUDENT-TEACHERS THE NEEDED SUPERVISED FIELD EXPERIENCES IN SECOND LANGUAGE CAPACITIES. FINALLY, A GOOD TEACHER RECRUITING PROGRAM IS NEEDED WHICH WOULD ASSURE THAT ALL TEACHERS WOULD HAVE A "FEEL" FOR THE BILINGUAL STUDENT AND HIS CULTURE. THIS PAPER WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 4-5, 1966. (ES)

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Report III

RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS

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Bilingualism: From The Viewpoint of Recruitment And Preparation of Bilingual Teachers

Summary of Report

There is a need for "retooling" in the linguistically and culturally impoverished bilingual areas of New Mexico. In this situation the four skills of understanding may be sharpened if the teacher understands: (1) the nature of language; (2) the nature and kinds of interference from one language to another; (3) thought processes and language acquisition; (4) language and its relation to concept development; (5) phonology, morphology, and syntax; (6) methods and techniques of language instruction; (7) materials for language instruction.

Awareness of anthropology and sociology are an integral part of the needed conversion of teachers for bilinguals.

Lack of understanding and being understood all too often causes the child to reject not only the teacher but the culture that she represents. When the underprivileged learner has no basis of experience, he has no basis for transfer learning in cultural areas such as foods, animals, occupations and even knowledge of the community.

The teacher of English as a second language must be prepared to communicate interculturally as well as linguistically if he is to penetrate the "real world" from which the Mexican-American comes. A dictionary is not enough to translate feelings nor to provide "equivalents" when there are none in the underprivileged background (*i. e.* the use of a doll house to teach about the house and its furnishings is as foreign as the words are to the child who knows no such appliances and whose rooms are too crowded to be set aside for the sole purpose of sleeping, eating, cooking, etc.)

It is understandable that the child would use "loan-words" from the dominant Anglo-American culture. How, then, may the teacher of culturally impoverished pupils broaden her students' horizons to include experience with American culture and at the same time increase the pupils' pride in their own rich heritage? Objects familiar to the pupils and field trips will pave the way for expansion of cultural contexts that are common to the Anglo-American. A knowledge of Spanish is the best key to the culture of Mexican-American pupils because it unlocks a noble background through the door of literature.

In order to truly appreciate the transformation of a unilingual group to a bilingual class, the student-teacher should experience the entire scholastic year. In order to bring about a transformation from student-teacher to teacher, the cooperating teacher must assume nothing except that traditions must give way to startling awareness that the child does not even realize that English is not a continuation of Spanish! When the joy of having two sets of languages diversifies itself into translation and finally dissipates itself then the learning process moves into the area of language concepts.

The student-teacher learns to control sounds and structures through patterns and drills in order to transmit ideas. Techniques become

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tangible tools to transport ideas that both student and teacher understand. Then, after observation and discussion, the student-teacher steps up to the position of teacher in much the same way as those whom she will teach and the metamorphosis is complete.

The unprecedented influx of Cubans into Florida's Dade County Public Schools since 1959 has necessitated an unprecedented curriculum and effected a program for a faculty formerly untrained in the handling of bilingual problems.

A shift to practical teacher workshops in small grade-level groups has helped supplement teacher preparation in a second language. These grade-level groups evolved from previous workshops and in-service efforts and have proven to be the best medium for application of techniques necessary in day-by-day second language problems.

Teachers who are already effective do adapt and become competent second language teachers. It is felt, however, that the universities could be of greater service to the bilingual communities by affording student-teachers the badly needed supervised field experience in second language capacities. Without that experience neither the teacher of the second language nor the teacher of the vernacular can realize his full potential in the perplexing challenge that awaits him in the bilingual classroom.

The difficult job of recruitment of able teachers is equaled only by the challenge of getting those teachers to stay on the job in slum areas. One who is not prepared for such a position could hardly reap satisfaction from it. And, what of the child? He, the teacher, the parent and the community would benefit from a workable application of sociology, psychology and motivation of deprived children. In fact, a minimum of twelve and preferably eighteen semseter hours of college credit in these areas is suggested for the prospective teacher.

Courses in Mexican, Southwest and/or Latin American History would be invaluable to a teacher of disadvantaged Spanish-speaking youth as would be the study of the language itself. From the cultural and literary standpoint, as well as from the experience of learning a second language, two years of Spanish is strongly suggested.

"Teaching English as a Foreign Language" and "Structure of the English Language" should be required of the prospective second language teacher, as should the separate reading course "Teaching of Reading to Bilingual Pupils."

The final touch, however, is not a formal class but the "feel" for the person, the motivation of the teacher as a preface to the motivation of the pupil.

The Development of Language Skills For Bilinguals — Need For Retooling

HENRY W. PASCUAL

It is not uncommon in many school districts in New Mexico for first graders to begin school with a wide range of language experience. In some districts, where Spanish is the home language of 90 to 100 percent of the school children, the classroom may be the first place where English is heard and spoken consistently as a means of communication. In others, the children come to school with a limited amount of language, imperfectly learned, which allows them to communicate only their most pressing needs. In general, the bilingual child may be characterized by a language poverty that is manifested by the general use of gestures and body movements instead of words, or by withdrawal from activities where language would play a leading role. Given the language poverty of these children, both experimental as well as conceptual, it is the duty of the teacher to attack the problem of teaching the oral skills. But in a well-planned language program, the development of oral skills will be closely tied to and be an integral part of a program for teaching reading and writing.

Given the existing language problems of bilingual children, what preparation must the teacher have to enable her to develop the four skills of understanding, speaking, reading, and writing? The following appear to be of utmost importance:

1. THE NATURE OF LANGUAGE. In order to impart language skills, especially the two fundamental skills of speaking and understanding, it is imperative that the teacher understand the nature of language and the way it functions in our society. A superficial knowledge of the system of language is not sufficient. The teacher must know also the cultural implications built into the system that is language.

2. THE NATURE AND KINDS OF INTERFERENCE FROM ONE LANGUAGE TO ANOTHER. In order to diagnose and solve learning problems related to language, the teacher should be aware of the type of interference which the learner's native language will have in learning English. Interference may be phonological, syntactical, and cultural.

3. THOUGHT PROCESSES AND LANGUAGE ACQUISITION. What goes on in the mind — the neurological and muscular reactions to audio and visual stimuli in relation to language learning — must be understood by the teacher. Teachers need to understand that speaking involves the development of motor skills and that these are learned through continued practice.

4. LANGUAGE AND ITS RELATION TO CONCEPT DEVELOPMENT. Teachers of young children are much concerned about the development of concepts. They must expand or build upon already acquired concepts as well as teach new ones. The problem of developing

language skills, along with concepts, is an ever-present one. It is imperative that teachers understand the relation of language acquisition and concept development in order to integrate both learnings in the classroom experience.

5. PHONOLOGY, MORPHOLOGY, AND SYNTAX. The great majority of elementary teachers have not had specific training in these areas of language. In order to teach bilingual children effectively, teachers must understand all aspects of language structure, and especially, they need training in phonology. The training should go beyond phonetics and deal with a comprehensive description of the English language.

6. METHODS AND TECHNIQUES OF LANGUAGE INSTRUCTION. Traditionally, the elementary teacher receives training for the teaching of reading, writing, and spelling. Her training is designed to impart these skills to children whose native language is English. Therefore, when she must teach the bilingual child, she finds that she must employ other methods for the teaching of language. It is, therefore, important to train elementary teachers to use sound methods and techniques for the teaching of language, especially for the teaching of oral skills. This should include the use of electro-mechanical and audio-visual aids.

7. MATERIALS FOR LANGUAGE INSTRUCTION. Teachers must examine critically the materials to be used for teaching the language arts to bilingual children. If the fundamental skills are to be taught to these children, the materials to be used must be designed to meet these specific objectives of language instruction. The findings of modern linguistic science and sound pedagogical approaches must be applied in the development of the materials. In selecting materials for bilingual children, teachers must beware of texts that claim to teach pattern sentences and special vocabulary, and texts that claim to employ a "linguistic method." Many of these materials are fragmentary in nature. They do not offer a cohesive body of material with an integrated approach. Since the correct use of oral language and the progressive development of reading and writing skills are of paramount importance for success in school, a systematic and scientific approach must be used to impart these skills. Materials used with bilingual children must reflect this thinking. The following could be used as guidelines for determining the suitability of texts to be used *:

   a. Materials should provide suggestions in the teacher's manual for teaching oral skills.

   b. The oral language to be taught is the same used in reading, writing, and spelling.

   c. Language is taught by structures or patterns with controlled vocabulary and syntax.

* Teacher's Manuals — *Miami Linguistic Readers,* D. C. Heath & Company

d. The presentation of sound-symbol correspondence in reading materials should be in terms of spelling patterns and should be based on that body of language that has been mastered orally.

e. Content of materials should appeal to children and be as nearly as possible culture free, both in terms of the dominant as well as the learner's culture.

Apart from the specifics of language — that is, the areas of language study which should be included in the preparation of teachers who will deal with bilingual children — there are two related areas that have not received much attention and which bear upon the effectiveness of the teacher in the classroom. These are the study of cultural anthropology and sociology. Of these, cultural anthropology is most relevant.

The casual observer of life in the Southwest would probably label this region as having three distinct cultures. We know these as Indian, Spanish, and Anglo. If we look closely at the so-called Spanish culture, we discover that the label does not fit, for the way of life of the Spanish-speaking citizens of the Southwest is far removed from that of any Latin-American or continental Spanish region. True, there are traces of Mexican folkways, and in some areas of Northern New Mexico there have been preserved folk dramas, a few customs, and a Spanish dialect little modified by the forces of change affecting the parent country, but much modified by the English language. What has evolved is a way of life and a vernacular that can be labeled as typical of the area. This way of life has been brought by Spanish, Mexican, Indian, and Anglo-Saxon cultural patterns. Thus, it is evident that in order for the teacher to be effective in the classroom she needs to have a sound background and understanding of the cultural orientation of the children she is going to teach.

In the field of sociology, teachers should have information regarding areas of social control, race relations, and social and economic problems.

In general, the bilingual child is found in a great variety of environments. Many are urban children of low socio-economic status. Others are rural children with limited social contacts. Their English language experience may vary from none to complete fluency. Unfortunately, no general effort is being made towards literacy in the Spanish language, and in most instances the adult bilingual population is not literate in the mother tongue. All these factors contribute to the general language and cultural poverty in which the bilingual child lives.

These facts have been recognized by teachers, sociologists, linguists, and government officials for many years. Much work has been done and continues to be done to ameliorate the situation. It is now time to look at the objectives of teacher preparation and include these areas in the programs for curriculum for teacher education. The problems will not be solved unless teachers have the expertise needed.

Intercultural Problems and the Teacher of English As A Second Language

JOHN M. SHARP

It is essential that the teacher of English as a second language to Mexican-American grade school pupils be well prepared to meet not only the linguistic aspects of her task, but also the basic problems of intercultural communication posed by these children. However well versed she may be in teaching methods, she is not likely to establish a real rapport with her pupils unless she is able to understand the cultural "world" they bring with them to the first grade: an Hispanic world whose concepts, value-judgments and human relationships the child has learned, perceives and feels through the Spanish language.

Edward Sapir stated that our image of the world in which we live is strongly conditioned by the "slant" our native tongue gives to our view of reality:

> Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression of that society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. . . . We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. [1]

It is clear, accordingly, that the teacher of middle-class, Anglo-American background will not understand her Spanish-speaking, Mexican-American pupils, nor be understood by them, unless she grasps the "choices of interpretation" of the "real world" to which the language habits of their community predispose them. She must be able to interpret correctly the *cultural content* of what her students say to her and thoroughly take into account their cultural "world" in what she says to them.

Even simple dictionary "equivalents" in Spanish and English may represent culturally very different realities. *Casa* means house, the dictionary tells us, but what different realities the word *casa* would suggest to a child from Juarez's *Barrio Colorado* and the word *house* to an El Paso youngster from Kern Place! *Dad* translates the Spanish *papá;* but the U. S. child's mental image of good old Dad who ties on an apron and does the dinner dishes has little in common with the Hispanic youngster's concept of *papá* as a stern and *macho* authoritarian who rules the household with an iron hand. Ortega y Gasset has commented on the lack of cultural equivalence of words that are supposed to "mean the same thing":

> . . . . it is utopian to believe that two words belonging to two languages and that the dictionary gives us as translations of one another refer to exactly the same objects. Since the languages were formed in different landscapes and in view of different experiences, their lack of correspondence is natural It is false, for example, to suppose that Spanish terms *bosque* the same thing as German calls *wald,* and yet the dictionary tells us that *wald* means *bosque.* [2]

How important it is for the grade school teacher of English as a second language to be prepared to face this problem has been ably expressed by Professor Chester C. Christian Jr., of the University of Texas, in his paper, "The Acculturation of the Bilingual Child":

> The meanings which have been given him (*i.e.,* the bilingual child) in one culture do not exist in other cultures, and therefore cannot be replaced. . . . And teachers who do not know these meanings usually find the response of the pupil who knows no others baffling, annoying and exasperating. Then, when the child begins to discover that the teacher does not understand, he develops negative reactions not only to the teacher but to the educational process, and finally to the entire culture and language which the teacher represents. Or, conversely, he may decide that his parents have provided him with an inferior world, and subsequently attempt to reject entirely what they have provided for him as a cultural base upon which to build a meaningful life. . . . It is a personal tragedy, and there is much evidence to indicate that it is a social tragedy, when an adult resents or even despises the language and culture of his childhood. [3]

But the Hispanic culture of the Mexican-American grade school child is but one of the two major cultural problem areas with which the teacher of English as a second language must be equipped to cope. She must also take into account that many Mexican-American youngsters are products of a "culture of poverty." Most of the pupils of a number of South El Paso elementary schools, for example, live in the slums and are conditioned by poverty in the same way as other economically underprivileged groups of whatever ethnic origin. Obviously, such children live in a different world and have led lives very different from those of middle-class youngsters of the same community.

A few examples should suffice to illustrate these important differences and the necessary bearing they have upon the task of teachers of English as a second language in schools located in underprivileged areas. Large families live crowded into one or two rooms in a tenement. The concept of rooms in a house being set aside for some one particular purpose — sleeping, eating, cooking, receiving friends, etc. — is unfamiliar to the children of such families. They are likely to be puzzled by the teacher who brings a large doll house to class and uses it as a basis for an English lesson on the house and its furnishings. Many appliances and comforts common to middle-class households — private baths, freezers, high-fi sets — are so unfamiliar to Mexican-American

slum children that the latter know neither in Spanish nor in English what they are called. (An interesting linguistic result of this is the fact that when the under-privileged Mexican-American does adopt a term for such equipment, he usually takes an English loan-word, since such comforts are products of the dominant English-speaking majority.)

In contrast to the middle-class Anglo-American child's parents, the father and mother of the Mexican-American pupil are usually blue-collar workers — factory laborers, servants, menials. Father goes to work in overalls not a coat and tie. Personal grooming is less emphasized than in middle-class families, in which the breadwinner must make "a good impression" on customers, clients and business associates.

The underprivileged child's life experience in general is more limited than that of his more affluent peers. There is less variety in his diet: many items of food familiar to Anglo-American first graders are entirely unknown to Mexican-American pupils from poverty zones. The slum child is often ignorant of his own community outside his own district. The writer recalls having read once in the Chicago press that many teenagers in the Polish ghetto, a scant three miles from the center of the city, had never visited The Loop! If the underprivileged child's first-hand acquaintance with his own town is scanty, his knowledge of the countryside is sure to be even less. Farm life and farm animals may well be as exotic to him as the rare beasts of Africa and Asia are to a middle-class grade school student.

Now, most textbooks and other materials for the elementary grades are prepared on the basis of the usual environment and experiences of the average middle-class Anglo-American child. Much of this material, as can be seen from the foregoing examples, requires a great deal of selection and adaptation for effective use in teaching underprivileged Mexican-American bilinguals. To do an adequate job, the teacher of such groups clearly needs special cultural training in addition to work in linguistics, methodology, etc.

First of all, she obviously requires an adequate command of spoken Spanish. The linguistic reasons for this have been abundantly discussed elsewhere and do not fall within the scope of this paper; but in addition to these factors, there are important cultural advantages to be gained in the teacher's knowing Spanish. She must, as has been said, have a good grasp of the Hispanic system of values and social pattern. In the writer's opinion, there is no better way to gain an insight into how a culture "sees" the world than to acquire a good working knowledge of the language which is its vehicle.

Second, the teacher of English as a second language to Latin-American children should have thorough and well organized training in Hispanic culture. Such training should include readings in Latin-American literature (if necessary, in translation) that will reveal to the prospective teacher the basic value-system of the Latin American; and work in sociology with emphasis on Latin-American society and on the culture of poverty. Not of least importance in the preparation of the teacher to understand her pupils' cultural world is the acquisition of a knowledge of some of the great achievements of the Hispanic peoples: for it is essential that she teach her students to take pride in their noble

heritage. Professor Christian explains eloquently how necessary this is to the development of their potentialities:

> We often fail to realize that those who speak a language other than English are thereby psychologically and culturally prepared to enter a realm of thought, feeling, imagination which is different from that available to them in English, but which is not therefore less important to their development. Among the Spanish-speaking, for example, this preparation might enable them to enter this world through the works of Cervantes in a much more real and intimate sense than they will ever be able to do through the works of Shakespeare. Since it is this world which releases the creative potentialities of our men and women of genius, it may be that by cutting off their development toward entry into it by any door other than English, we are destroying whatever significant contributions to it that a bilingual might potentially make. [4]

In summary, the teacher of English as a second language to economically underprivileged Latin-American pupils should initially base her lessons upon materials, realia and cultural contexts familiar to her charges. She should, however, in the course of the school year seek to *expand* her students' cultural world by the judicious use of actual objects brought into the classroom, pictures, films and field trips. This broadening of the pupils' horizons should not be one-sided: it should include, on the one hand, an increased understanding of the dominant Anglo-American culture of the United States and, on the other, a richer and more meaningful awareness of the positive values of the Mexican-American's own Hispanic heritage.

1. Edward Sapir, quoted by Benjamin B. Whorf in the latter's "The Relation of Habitual Thought and Behavior in Language," *Language Thought and Reality* (New York: John Wiley & Sons, Inc.), p. 134.
2. José Ortega y Gasset, "Miseria y esplendor de la traducción," *El libro de las misiones* (Buenos Aires-México: Espasa-Calpe Argentina, 1945), p. 138.
3. Chester C. Christian, Jr., "The Acculturation of the Bilingual Child," a paper presented at the Conference for the Teacher of the Bilingual Child, University of Texas, June 8-10, 1964.
4. *Ibid.*

Some TESL Guidelines for Training Student Teachers

ELIZABETH K. ZABOROWSKI

After having been confronted with my first student-teacher for eight weeks last spring, I began, as an after-thought, to formulate a set of guidelines for the preparation of a student-teacher in a bilingual setting.

Even though my own experience is somewhat limited in teaching English as a second language, I would like to share the following observations and guidelines with those of you who might soon find yourselves in the same position.

To begin with, I feel that the student-teacher should start her apprenticeship in the fall, when the going is truly the roughest. By spring the rough edges are worn off and the routines are set. Only in the fall can a student-teacher fully understand the processes involved in transforming a monolingual group of boys and girls into a bilingual class.

Secondly, I would assume that the student-teacher knew little or nothing about the science of linguistics or the application of its findings to the teaching of English as a second language.

In some cases it will be necessary for the cooperating teacher to break down and replace many of the traditional anglo-oriented ideas which the student-teacher may bring with her from the college classroom. If the cooperating teacher finds such a course of action justifiable as well as necessary, she must then be willing and able to defend her proposed program when it comes under attack; for it most surely will come under attack, if the student-teacher has been steeped in the traditional ways of teaching the language arts.

When designing her program, I feel the cooperating teacher needs to decide through which areas of "enlightenment" she wishes to guide her student. The following three areas are those which I consider basic and necessary in the preparation of the student teacher of bilingual children:

The first area that needs to be explored is that of basic cultural understanding, the second concerns language concepts and the third involves teaching techniques.

One of the earliest tasks facing the cooperating teacher is that of providing the novice with an understanding of the problems which may arise in connection with the socio-economic and cultural background of the children in the class.

The student-teacher will need to be made aware of the fact that a child may be deficient in his native tongue as well as in English. If the child comes from an exceptionally large family, which almost all of my pupils do, perhaps no one has taken the time or patience to talk to him or to answer his questions in either Spanish or English. Consequently, he may have little or no vocabulary and even less concept of self. He may not know who he is in any language.

The child's lack of experience as well as his lack of language will prevent him from participating in those lively "Readiness" discussions so dear to the hearts of traditional first grade teachers.

The student-teacher will have to be shown how to provide both the experience and the accompanying language, before any discussions of this nature can take place.

Once the teacher has shown her student-teacher how to provide both the experience and the language necessary for expression and meaning, she can then go on to guide her student along other paths of understanding.

Another difficult idea for the student-teacher to grasp is that the unsophisticated monolingual beginner does not always realize that he is learning a "second" language. I have found that many of my pupils consider the words I am teaching them as somewhat of a continuation of Spanish. They speak to me in Spanish and cannot understand why I do not answer them.

However, there comes a time in each child's development, an almost magic moment, when he finds that he can convey the same thought with two completely different sets of words. He discovers that one set of words brings only puzzlement to the teacher's face, while the other set of words accomplishes his purpose, for the teacher understands and responds. I believe that it is at this precise moment of discovery that the child can be considered bilingual and not before.

From this moment on, many children become translators and descend upon their bewildered classmates, who are not yet blessed with this ability to extract meaning from strange new sounds. Using fluent and meaningful Spanish, the translators convey to their amigos what the teacher has just said in English.

When this translation system is no longer necessary, the teacher can then safely assume that her class is a bilingual one.

After the student-teacher has grasped these and whatever other specific understandings the cooperating teacher feels are necessary, she is then ready to go to the second area — the realm of language concepts.

In this realm, the biggest and most important task before the cooperating teacher is to isolate the basic thoughts and ideas behind each of the lessons she demonstrates for the student teacher.

She must be able to explain, in simple terms, what there is about language learning that makes TESL techniques effective. She must know why she is doing what she is doing, and she must be able to explain herself intelligently to her student-teacher. It is possible to be a good demonstration teacher and still fail to get ideas across to a young and inexperienced apprentice.

Once the cooperating teacher has convinced her student of the necessity of a certain degree of language proficiency preceding the introduction of reading and writing, she can then show her how to provide practice on a sequence of basic features of the English language which the child must master if he is to learn to understand, speak, read and write standard English.

It will be necessary for the student-teacher to learn to prepare lessons and materials that teach those sounds and structures which cause the most trouble for the non-English-speaking child. At the same

time this material must be interesting to the child and reflect the natural language forms of the child's speech. The material must also show control of grammatical structure as well as control of vocabulary.

The student-teacher must be cautioned repeatedly to check that each child has aural-oral control of the material he is expected to read. A child should never be asked to read something he cannot say.

The student-teacher must be made to realize that the focus of all these language arts activities is on the acquisition of patterns, and that the techniques to be used are those of drill.

This then leads into the third area of preparation — that of teaching techniques.

The student-teacher must constantly be led to explore the various methods of transporting theory into the realm of practice through language drills and games. Therefore, the cooperating teacher must demonstrate the intricacies of drill without allowing the student-teacher to assume that there is a "cookbook" approach to teaching English as a second language. The student must learn that, although there is no sure-fire recipe for second language learning, there are, however, time honored and proven techniques which are effective when applied to interesting and well-sequenced materials.

As a final phase of her program, the cooperating teacher should include a written observation sheet for the student-teacher to have before her during the initial observation period.

The observation sheet, for example, might state in simple language, the objectives to be met and give an outline of the specific skills which the cooperating teacher plans to elicit from the pupils during a particular lesson. The student-teacher would then have some idea of what responses to look for from both the demonstrating teacher and the pupils in the class.

Part of the sheet could allow space for the student-teacher to record her own thoughts, observations and questions.

Of course it would be necessary for the student-teacher and cooperating teacher to discuss the observation sheet, both before and after the lesson. The student-teacher should be allowed to duplicate the lesson only when the cooperating teacher is sure that her objectives and the theory behind them have been fully understood. It is necessary for the student-teacher to be completely aware of the reasoning behind what she will be asked to do. If she cannot comprehend this reasoning, she most likely is not yet ready to begin teaching. More observation and discussion, and perhaps selected readings from TESL publications would be indicated in a case like this.

Once the student-teacher has mastered the basic understandings, concepts and techniques of TESL, she should be ready to adapt these ways to her own particular teaching style and proceed to fulfill the requirements of her apprenticeship.

The Recruitment and Training of Teachers of Bilingual Students In Miami, Florida

PAUL W. BELL

Internal revolution and international politics were catalysts which forced educational innovation in the Dade County Public Schools. Shortly after the revolutionary forces of Fidel Castro seized power in Cuba on January 1, 1959, political refugees began to pour into Miami. For a period of approximately eighteen months, more than 250 refugee pupils per week entered Dade County schools. After that, the number gradually dropped to a mere trickle. During the past year, the number of newly arrived pupils has risen again to about 200 a month.

In terms of previous education, these pupils represent a cross-section of the pupil population of Cuba. In the beginning, a large number came from excellent private schools which are now closed, while others came from rural public schools which offered limited educational opportunities. Among the refugees, there are gifted pupils and not so gifted pupils; there are highly motivated pupils and indifferent pupils; there are the emotionally stable and the emotionally disturbed; there are the "culturally advantaged" and the "culturally disadvantaged." In most ways, the newly arrived refugee children are like any other large group of pupils. However, they differ from our typical pupils in one significant way. The majority knows little or no English.

A small number of non-English-speaking pupils can probably be found in any large urban school system. Miami, the nation's seventh largest system is no exception. We have always had some non-English-speaking pupils. However, when there were only a few of them in our school system, their needs could be easily ignored or perhaps not even recognized. But, almost overnight the school population in almost 40 of our typical North American schools became from 50% to 95% non-English-speaking. The needs of these pupils had to be met. This situation, with all its inherent problems of housing, of staffing and of curriculum development, was accepted as a unique educational challenge by the Dade County Public Schools.

In attempting to meet the special needs of the non-English-speaking pupil, the school system committed itself to the development of two areas of curriculum not previously offered. A program in English as a second language was initiated. It was designed to provide effective instruction *geared to developing each pupil's proficiency in English.* And, at the same time, programs in Spanish as a vernacular were developed to maintain and raise the pupil's level of literacy in his native language.

Obviously, one of the major problems which the school system faced was in the area of staffing these programs. The traditionally trained North American teacher was in no way prepared professionally to deal with the instructional challenges which the non-English-speaking pupil represented, and quite often the teacher was also unprepared emotionally to deal effectively with these children.

Teachers, trained in developing concepts, using problem-solving techniques, had to develop an understanding of the principles of language learning as habit formation and the ability to apply these in their classrooms. To be effective as English-as-a-second language teachers, they had to learn to distinguish language problems from academic problems, and be able to deal with both. Especially in the elementary school, a new breed of teachers was needed — hybrid-talented pedagogues, thoroughly familiar with the total curriculum, sensitive to the needs of children and yet skilled as language teachers. In other words, the need was for a teacher who is not just a "foreign language teacher," but who is a "second language teacher;" a "second language teacher" who can present the kind of instructional program which goes far beyond the usual objectives of foreign language teaching. Such a teacher is responsible for developing students who can function academically, socially and emotionally in a new language. To a large extent the student's entire future, both in school and out, depends on how well the teacher is able to achieve these educational objectives with his students.

With these considerations in mind, starting in November, 1961, in-service training courses were offered throughout the school year. Teachers were released from teaching responsibilities one afternoon each month to attend classes. Then, during the summer of 1962 and 1963, over 200 teachers participated in six-week workshops on the teaching of English as a second language. These were offered jointly by the Dade County Schools and the University of Miami. Participation in the workshop carried college credit in courses in linguistics and in methods of teaching English as a second language. As part of the methods course, the teachers conducted classes in English-SL for over 5,000 pupils involved in voluntary summer classes. For their participation, the teachers were paid a salary equal to that of other summer school teachers. The training program was very similar to an NDEA Institute.

During the 1965-1966 school year, a special course, Linguistics and the Teaching of Beginning Reading, was offered to teachers of non-English-speaking first and second grade pupils. The course was developed to deal with the special needs of children who must learn not only to speak a second language, but must also learn to read and write their second language before they become literate in their first.

This past summer another six-week workshop was offered to 100 English-SL teachers. The teachers spent the mornings teaching in the summer program for pupils and then for two hours each afternoon they met in workshop sections divided on a grade-level basis, primary, intermediate and secondary. The teachers were paid for their participation, but were not offered university credit. The focus of the workshop classes was less on abstract theory and more on practical application geared to students within a particular age range. This shift in focus from our previous workshops was the result of our evaluation of the earlier experiences in our own system and on an evaluation of various federally sponsored and locally sponsored efforts in other states.

It was the feeling of those of us responsible for planning the training program that the teachers would be more receptive to theory and

develop a better insight into their problems as language teachers, if theory were presented in terms which related directly to the teaching process. Formal course work in linguistics and related disciplines, while certainly highly desirable, if not imperative, in the training of language teachers, does not seem to be the best initial step in orienting classroom teachers who face the day-by-day problems of teaching non-English-speaking pupils and whose previous training has given them little or no preparation for the language teaching the situation demands.

Experience has shown us that the teachers who are already effective classroom teachers are the ones who become most effective in English-SL programs. As they develop new insights and learn to use new methods, many become highly skilled language teachers. The special training offered to these teachers takes advantage of the skills which they already have, and then leads them to a progressively higher level of professional competency. Their development as language teachers leads them to a new and expanded self-image.

A program of in-service training for teachers of non-English-speaking students could very well start with a general methods workshop. This initial introduction should then lead to opportunities for more advanced specialized study in the field of language teaching.

Our problem in Miami would be considerably lessened if the teacher training institutions in the Miami area provided pre-service training of prospective teachers of bilinguals. There is a need for new teachers with training as second language teachers. These should be teachers who have received training in the traditional areas appropriate for the level on which they expect to teach, and who have also had appropriate courses and supervised field experience in language teaching. The potential for developing teachers with adequate specialization in second language teaching is much greater with the prospective teacher in the university that it is with the teacher who is already "in-service."

To meet the needs of the bilingual child in his vernacular, a different kind of teacher is required. To teach Spanish to our native speakers of Spanish we have tried to recruit native Spanish-speaking teachers who could be trained in a language-arts approach to native language teaching. Teachers who received their own education in Spanish and who have received training in modern pedogogical practices seem best able to provide for the language growth of Spanish speakers in their native language. Dade County is fortunate in having large numbers of teachers with these qualifications. It would be hard to conceive of an effective program in Spanish as a vernacular which could operate effectively without native speakers of Spanish educated in Spanish.

To summarize, it is my feeling that two distinct types of teachers are needed to serve bilingual pupils. To develop the English part of the curriculum, we need teachers who are:

1) competent, professionally-trained teachers,

2) native speakers of English or who possess near-native proficiency,

3) trained in the traditional areas appropriate for teaching on elementary and secondary levels, and also trained in the principles of foreign language teaching.

To meet the vernacular needs of the bilingual pupil, we need teachers who are:

1) competent, professionally-trained teachers

2) native speakers of Spanish or who possess near-native proficiency,

3) educated in Spanish and trained in language arts teaching.

In Miami we have been fortunate in having been able to develop a nucleus of teachers who meet these standards. But it is only a nucleus and it is only a beginning. We have only taken the first step toward an adequate program of recruiting and training teachers for bilingual pupils.

Preparation of Teachers of Disadvantaged

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Harry Rivlin, Dean of Teacher Education at the University of New York, says, "Teaching differs from every other profession in that it is the only one in which the most complex and difficult problems are assigned to the least experienced and least expert practitioners."

There is a more important problem than mere recruitment. Assignment to a slum school portends certain difficulties which require special training. Yet, unlike the social worker who is trained in urban society, teachers often lack knowledge of the slum area (Chamizal) which might enable them to adapt the instruction to the particular group and at the same time get a certain degree of satisfaction from a job well done. Perhaps satisfaction would increase the length of tenure in such schools.

Institutions educating students for specific positions must give more than cursory attention to the tasks, difficulties and procedures which will enable the new teacher in the poor neighborhood to at least have an even chance for success. Unless one is prepared for a position in a slum school, each day may end in emotional exhaustion or actual chaos. In addition to the sufferings of the teacher, what happpens to the children in such situations? Perhaps the reason for low achievement by minority group children may be the low expectation of their capacity to learn, held by culturally unsophisticated teachers. Many opportunities for better teaching are forfeited because of our lack of understanding of the Mexican-American customs, mores, and values that govern behavior in deprived areas. An understanding of the mechanisms through which the culturally disadvantaged school child can be influenced and motivated are long overdue. Could the peer relationship be used in discipline?

Perhaps we ought to utilize the educational strengths derived from the extended family and move toward home-family and "barrio" education. The real causes underlying academic difficulty need to be assessed and remediation undertaken by qualified teachers. The manner and language for communication with the parents needs a certain amount of implementation in our teacher preparation courses. Most prospective teachers need and desire training in these areas but seldom will the college curriculum provide for or encourage it.

If the future teacher in any academic major were to receive some work in sociology, in psychology and motivation of deprived children, and in culture patterns of the minority group personality (perhaps through a conscientious effort to provide for the offering or counseling toward enrolling in courses offering such information) the profession would certainly profit. More emphasis on human development and its inter-relatedness to the teaching of language and reading and some practical work in applying this knowledge in the slums would improve the instruction, pupils' progress, home-school relationship and the teachers' morale.

In effect, what I am suggesting is the opportunity for the prospec-

tive teacher to be able to pursue a source of study similar to that being given in our "Prospective Teacher Fellowship Program" and "Experienced Teacher Fellowship Program" in a cross or inter-disciplinary preparatory program.

To insure a better understanding of the enclave community in which the teacher will be working he should have a minimum of twelve and preferably eighteen semester hours in the field of sociology. In sociology, the well-trained teacher of the disadvantaged should have courses in "Minority Groups," "Border Sociology," "Latin-American Culture," "Juvenile Delinquency," and "Home and Family" in addition to the general sociological coverage required of all liberal arts candidates.

It seems that a number of courses in history, in addition to Texas History and Government, woud be invaluable to a teacher of disadvantaged Spanish-speaking youth. Certainly Mexican and/or Latin-American History along with a History of the Southwest would be more worthwhile to these teachers' preparation than many other courses they are now taking simply because they are offered in sequence at good hours.

In order to understand better the culture in which he will be working, prospective teachers should have an understanding of one of the strong attributes of the culture, its language. Two years of Spanish should prove useful not only for a better understanding of the culture and child and family of the culturally disadvantaged Hispanos; but it could prove valuable indirectly concerning the difficulties encountered while learning a second language.

Research indicates that one of the most difficult things to teach the members of the minority group is the new language. Two courses in English therefore are musts: Teaching English as a Foreign Language and The Structure of the English Language. In addition one or more courses in the literature of the Latin American culture should prove enlightening. It is doubtful that any of you can name even one author from "New Spain."

In conjunction with the ESL courses, one should have a separate reading course concerned with the "Teaching of Reading to Bilingual Pupils." Such a course is needed along with the regular courses in the presentation of Language Arts Development and Literature for Children.

Specific work in the psychology of learning and suggested ways of motivating the deprived child to want to learn, need more attention. All the courses necessary for certification, and especially the elementary curriculum could and should be tailored to the needs of teachers of the area.

Actual observations and practice with the slum child in his own little world could well be the deciding factor in our producing merely a teacher or a well-informed and orientated teacher with a "feel" for the disadvantaged child. Such a teacher will reap dividends for all of us. As Emerson said, "The secret of education lies in respecting the pupil."